

**THE USE OF CRITICAL READING TECHNIQUE TO IMPROVE THE  
STUDENTS' READING SKILL IN UNIVERSITY OF  
MUHAMMADIYAH GRESIK**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education



by:  
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July 2018**

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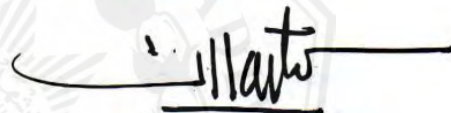
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Has been examined in front of examiners  
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It has fulfilled the requirements to get  
Master Degree of English Language Education  
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## LETTER OF STATEMENT

I, the undersigned :

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Hereby, declare that :

1. The thesis entitled : **THE USE OF CRITICAL READING TECHNIQUE TO IMPROVE THE STUDENTS' READING SKILL IN UNIVERSITY OF MUHAMMADIYAH GRESIK.**  
is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 30 July 2018

The Researcher,



**NOVIATUL ROCHMAH**

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Malang, July 2018

Researcher

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## ABSTRACT

Rochmah, N. 2018. *The Use Of Critical Reading Technique To Improve The Students Reading Skill in University Of Muhammadiyah Gresik* Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Bayu Hendro Wicaksono, M.Ed., Ph.D, (II) Dr.Sri Hartiningsih, MM.

**Key Words :** *Critical Reading, Technique, Reading Skill, Classroom Action Research.*

Reading skill is one of the basic language skill which involves a test, a reader and social context in which the reading process occur (Patel and jain, 2008). The students of Maths Department of University Of Muhammadiyah Gresik, had certain symptoms in related with reading skill, such as in recognizing the text, deliberating the critical thinking in reading process and summarizing the text using their own words. Critical reading is one of the technique which involved critical thinking. (Dunham, 1997)

The critical reading technique applied through some steps such as; reading, re-reading, annotating, outlining, reflecting, concluding and summarizing. This research was classroom action research that consists of two cycles, in which the procedure includes identifying the problem, planning the action, implementing the action, and reflecting the result of the research. The qualitative data was collected through the observation and the quantitive data was obtained through pre-test, post test1 and post test2. The research result showed that using critical reading technique improved the students' reading skill. The improvements of students' reading skill were: (1) Students were able to recognized the text; (2) Students used their critical thinking on reading process (3) The critical reading technique helped the students in finding the important informations on the text. (4) The students summarized the text using their own words or sentences based on the information they have found. The improvement also showed on the students average increased from pre test 37.3; post test one 53,9 and post test two 70.2.

In conclusion, it is important for the lecturers to open their mind in developing their teaching method, technique and approach which suitable with their class condition and accessing the current issue about teaching and learning, it will gave refreshment for both researcher and students.



## ABSTRAK

Rochmah, N. 2018. *Penggunaan Tehnik Membaca Kritis Untuk Meningkatkan Kemampuan Membaca siswa di Universitas Muhammadiyah Gresik*. Tesis, Pasca Sarjana Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. Pembimbing: (I) Bayu Hendro Wicaksono, M.Ed., Ph.D., (II) Dr. Sri Hartiningsih, M.M.

**Key Words :** *Membaca Kritis, Kemampuan Membaca, Penelitian Tindakan Kelas.*

Membaca adalah salah satu keterampilan bahasa dasar yang melibatkan pembaca, tes dan konteks sosial di mana proses membaca terjadi (Patel dan Jain, 2008). Mahasiswa Jurusan Matematika Universitas Muhammadiyah Gresik, memiliki masalah tertentu terkait dengan keterampilan membaca, seperti dalam mengenali teks, melibatkan cara berpikir kritis dalam proses membaca dan meringkas teks dengan menggunakan kata-kata mereka sendiri. Membaca kritis adalah salah satu teknik yang pada dasarnya merupakan proses membaca yang melibatkan pemikiran kritis. (Dunham, 1997)

Peneliti menerapkan teknik membaca kritis melalui beberapa langkah seperti; membaca, membaca ulang, membuat catatan, menguraikan, merefleksikan, menyimpulkan dan meringkas. Penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus, dengan prosedur; mengidentifikasi masalah, merencanakan tindakan, mengimplementasikan tindakan, dan merefleksikan hasil penelitian. Penguji menggunakan data kualitatif melalui observasi dan data kuantitatif diperoleh melalui pre-test, post test1 dan post test2. Hasil penelitian menunjukkan bahwa menggunakan teknik membaca kritis meningkatkan keterampilan membaca siswa. Peningkatan keterampilan membaca siswa adalah: (1) Siswa mampu mengenali teks; (2) Siswa menggunakan pemikiran kritis mereka pada proses membaca (3) Teknik membaca kritis membantu siswa dalam mencari informasi penting pada teks. (4) Siswa mampu menceritakan informasi dalam teks dengan menggunakan kalimatnya sendiri. Peningkatan juga terjadi pada rata – rata nilai siswa dari pre- tes 37,3; post test satu 53,9 dan post test dua 70,2. Penting bagi para dosen untuk membuka pikiran mereka dalam mengembangkan metode pengajaran, teknik dan pendekatan yang sesuai dengan kondisi kelas mereka dan mengakses isu terkini tentang pengajaran..

## I. INTRODUCTION

Reading as one of the communicative skill acquires the students to gain large information about the world which is considered as knowledge of the world. Reading is a cognitive process in recognizing individual printed words that is useful for them (Smith, 2004:4). Another researcher ever said on her research that reading is a matter of combining information acquire in the passage with the schemata stored in the long term memory, during which meaning is decoded (Keiko, 2005). To sum up, reading is one of the language skill that gain a lot of informations from the passage through the cognitive process and store it in the long term memory.

Although mastering reading skill is very important, but reading is not an easy thing to do for the students. In fact, one of the research related with reading skill showed that the ability of Indonesian's students in mastering reading is still low. The reference data released by the Statistical Central Agency (*Badan Pusat Statistik*) in 2012 showed that, 91,68% of the population aged 10 years and over like to watch TV and only 17,66% who liked to read from various sources. The data released by United Nations Educational Scientific and Cultural Organization (UNESCO) in 2012, the index of public interest in reading for Indonesian people reach 0,001. It means that 1000 of Indonesian people only one person who has interest in reading (Andi, Kompasiana, 2015). As an English lecturer, the researcher also experienced some problems related with teaching reading in the class. Some of students in answering the reading questions still have difficulties to find the answer, especially for the questions that need an opinion answer or questions that the answer implicitly stated in the text. Meanwhile, for the questions which answer clearly find in the text, they tend to rewrite exactly the same like stated in the text, without trying to paraphrase or gave their critical thinking. After knowing some obstacles above, English lecturer should have an appropriate technique in teaching reading, so that the students will be more interest during the reading class.

Referring to the description above, the researcher would offer one technique in teaching reading which can improve the students' reading skill by using the critical reading technique. Some previous researchers and literatures who concerned about critical reading had provided some guidelines and definitions as follows; (Comb;1992) mentioned that, through critical reading, an individual can reflect their thinking by questioning the text that they read so that they can decide what they

should believe or do. Based on this theory the critical reading will enhance the students becoming the problem solver.

## **II. LITERATURE REVIEW**

### **a. Reading**

Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is the fastest and simplest way to raise people's educational level (Hung & Tzeng, 2001). According to Allyn and Bacon (1979:4), reading is what the reader does to get the meaning he needs from textual sources. Reading is about understanding written texts. It is complex activity that involves both perception and thought. From those definitions, the researcher could conclude that reading is the process of how the reader receive and interpret the message from the author in the form of printed materials, starting with the information in the text and ending with what the reader gain.

### **b. Critical Thinking**

Commonly the students think practically by adapted from the official source for their academic assignments; they did not use their critical thinking to what they have read and gave their judgments into it.

Critical thinking can be developed well based on the theory of Bloom taxonomy. The taxonomy of educational objectives created by (Bloom, 1956) can be used to know further about the correlation between language and cognition. This taxonomy could be used in all area of teaching and learning process, included the area of verbal and non verbal. We can said that Bloom taxonomy help the feeling, movement, visual, memory, understanding, analyze, synthesize and evaluate becoming some ideas to be expressed in language.

(Bloom et.al., 1956) There is no simple definition about critical thinking in teaching language skills, since it has correlation to some sub skills toward human language skills. Paul (2003) cited that critical thinking is the ability of an individual in deliberating his/her quality of thinking toward any subjects.

Based on the explanations stated by some experts above, we can know that critical thinking will stimulate the students how to think about any subjects. To full fill this expectation, it is important for the students for having the skill of critical thinking in order to reach success for their academic future.

**c. Critical Reading**

Critical reading is basically a reading process which involves critical thinking. At first, we need to know about the theory of critical thinking such stated above before we know further about critical reading, since critical thinking is the origin of critical reading that relate to the readers own value, attitude and evaluation to the text they read. Collins and Newman (1990) stated that

Readers need critical reading to have any evaluations about the originality, logicity and the effectiveness based on the comprehension of the text literal meaning. Furthermore, critical reading will also help the readers to questions the text in order to have a better understanding about the content.

According to Kurland (2000a), critical reading refers to a careful, active reflective, reading which involves reflecting on the validity of what one has read in light on his prior knowledge and understanding of the world. In critical reading it does not mean being critical of what you read or being critical about some idea, argument, or piece of writing, but it is engaging in what you read by asking yourself question about what the author trying to say or what the main argument being presented.

The critical reading strategy promotes some steps that can be used for being an effective reader. First, the reader should know the purpose of reading; it will help the reader to organize how you can use what you read. Second allow enough time to read and take your time; reading critically is not a fast process, reader should have enough time to read or re-read, preview or survey the text before detail reading and connect the ideas or information you already know. Third, remember that re-reading is a part of effective, critical reading; when you read for the first time you will get the basic information from the text and use it as the evaluation for re-reading stage. Fourth, employ the text to get any kind of informations in it by highlighting or circling the key words or sentences or word that you do not understand that can be checked later. Fifth, ask yourself whether you can tell anything about the text and provide a summary of key term. Sixth, trying to know what factors that might influence the author in writing the text, ask the question about the researcher's authority, put yourself in the researcher's point of view and purpose. And the last know your own reason and try to improve them; read slowly or quickly, what make you lost attention to what you read, how to scan the information and idea (Hall, 2004).

Since there are many critical reading strategies stated by the expert, the researcher finally sorted it into ten critical reading strategies as follows;

Table 1.1 Ten Critical Reading Strategies

<b>Critical Reading Strategies</b>	<b>A brief summary of strategies</b>
Annotating	Reading reactions to and questions about a text directly on the page
Previewing	Getting an overview of text structure, text cues, pictures, and personal experience prior to reading a text.
Scan & skimming	Finding out the key features of the reading to get the gist of the text
Facts vs. Opinion	Facts can be proved, undisputed, have concrete evidence and opinion refers to a belief, a value, can be argued
Drawing Conclusion	Looking for clues in the text, thinking about what those clues trigger in prior knowledge and making a prediction.
Monitoring	Monitoring for understanding by checking to see if the text makes sense.
Summarizing	Briefly present the main idea of the text. Write a paragraph or more that presents the main ideas in your own words.
Paraphrasing	Restate and clarify the meaning of few sentences from the text. Re-read the passage to be paraphrased and look up unknown words. Translate information into your own words.
Synthesizing	Combine ideas and information selected from different texts. Look for patterns among your sources, possibly supporting or refusing your ideas or those of other sources.
Questioning	Write questions while you read a text for the first time, you will understand the material better and remember it longer if you write a question for every paragraph or brief section.

By using the critical reading technique the students are allowed to think critically toward the material given by the teacher. Critical reading will encourage the students to express the idea in their mind logically and reasonably by analyzing the text in their own point of view or through the author's point of view.

**d. Classroom Action Research**

Wina, (2014) stated that Classroom Action Research is the process to review the problems in the class during the teaching learning process through self reflection and the effort to solve it by doing some actions and then analyze it. There are 5 important points that should have attention for the researcher of classroom action research. (1) CAR is a process; it means this is a series of activities, started by finding the problem, planning the action to solve the problem, implementing, and reflecting the action. (2) The problem reviewed must be the problem that found in the class that related with the teaching learning activities. (3) CAR started and finished with teacher self reflection. It means the main actor to do the CAR is the teacher who teach in that class. (4) There are some actions in CAR, it is not only to know about something, but there should be an action from the teacher to solve the problem. (5) CAR should be the real teaching.

**III. METHOD**

This study is a Classroom Action Research (CAR) which focuses on a group of students in a certain class. CAR may be done in several cycles. Each of which is repeated in the next cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with planning, implementing the plan (action), observing the implementation, and reflecting or evaluating the process and the result of the implementation. The Study was conducted on University of Muhammadiyah Gresik that located in Jl. Sumatra No.101 Gresik. The reason why the researcher select this institution as the setting of this study were; the researcher is the D1 English researcher at University of Muhammadiyah Gresik and also as the senior researcher of that institution who has intention to develop teaching learning strategy, especially in improving the students' reading skill. It is expected that the results of this research may give contribution to the institution for developing teaching learning strategy.

**a. Setting and Subjects of the Study**

The setting of the study was of Math Department D1 English Program at University of Muhammadiyah Gresik that located in Jl. Sumatra No.101 Gresik. The reason why the researcher selected this institution as the setting of this study were; the researcher is the D1 English researcher at University of Muhammadiyah Gresik and also as the senior researcher of that institution who had intention to develop teaching learning strategy, especially in improving the students' reading skill. It is expected that the results of this research gave contribution to the institution for developing teaching learning strategy. Another reason why the researcher chose maths students to be her subjects of research was because maths students had typical characteristic such as having more sense to a problems and preserved to solve them. The mathematic students also tended to construct a vivid argument and critics in solving the problem. Those characteristics trained the students to think critically. Furthermore, the subjects of this study were the students of mathematic department on the first semester, 2016-2017 academic years.

**b. Research Procedure**

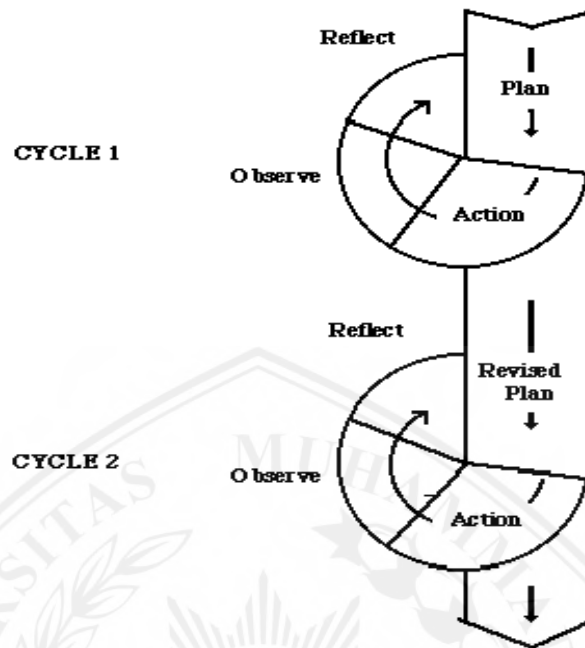
This research was composed for two or more cycles then it was observed and evaluated to identify all facts including the success and the failure of the action. It meant that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success.

Anne (2009) mentioned that the research procedure for action research started with planning, action, observation and reflection. (1) Planning; identified the problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. (2) Action; considered one which involves some deliberated interventions into the teaching situation into action over an agreed period of time. The intervention was informed about the current situation and planned new and alternative ways of doing things. (3) Observation; observing systematically the effect of the action and documented the context, actions and opinions of those involved. It was a data collection phase where the observer used the open eye and open minded tools to collect informations about what was happening. (4) reflection; evaluated and described the effects of the action in order to make sense of what has happened and to understand whether the issue has been explored more clearly by deciding to do the further cycles of action research to improve the situation or to share the story of the research with others as part of your



ongoing professional development. This model of action research has often been illustrated through the diagram below

Figure 3.1 Cycle Action Research Model



(Kemmis and Mc Taggart , 1998)

### c. Problem Identification

At the first step before conducting CAR, the researcher conducted a preliminary observation which was done during the teaching learning process in the first semester of 2016- 2017 academic year at Maths Department, University of Muhammadiyah Gresik..

After doing the preliminary study, the researcher found the factual problems that the students' reading skill was still low. The students tended to find the answer from the question by looking for the same words that they saw in the question and try to find it in the text, without understanding the question and comprehend the text well. Some of the reading problems that were faced by the students during the reading class were related with skimming and scanning, making inferences, summarizing and finding the main idea.

#### **d. Planning of Action**

After finding some problems that made the students' reading skill low, the researcher stepped on planning stage and formulated as follows: (a) designed the lesson plan, (b) selected the critical reading text, (c) formulated the steps of critical reading (d) decided the criteria of good critical reading.

##### **1. Designing lesson Plan**

The teaching learning scenario was divided into three stages, pre-activity, main activity, and post activity. During the pre-activity, the researcher stimulated the students' motivation by giving brainstorming activity. On the main –activity, the researcher gave the instruction about the steps in doing the critical reading technique, such as pre-read, read the text, annotating, arousing question, and doing the discussion. The students applied the method of doing the steps of critical reading based on the instruction given by the researcher. Meanwhile, in the post activity the researcher decided to ask the students to summarize the text based on the annotation they have made and gave a respond to what the reader been thought and how to express it. For the evaluation the students were given some questions related with the text to know how far they comprehended it through the class discussion or multiple choices reading test. The implementation of critical reading can be seen in appendix two.

##### **2. Selecting the critical reading text**

Jiminez (2007) stated that there were two aspects that the teacher should full filled in choosing the suitable text for their students, that are students' related aspect (students' level, students need, students' interest, and students' background of knowledge and the aspects that related to the text relevancy, content and authenticity). In this part, the researcher needs to select the text that leads her teaching in the specific reading strategies or other academic skills.

##### **3. Formulated the Steps of Critical Reading**

The researcher formulated the steps of critical reading by considering some points; such as the students' prior knowledge, the class condition and the students' ability in mastering English. The steps of critical reading are almost similar with the criteria of reading skill that are skimming, scanning, annotating, summarizing and identifying the main idea. In short, the steps of critical reading applied in Maths Department are (1) pre-reading, (2) re-reading, (3) Annotating, (4) Questioning, (5) Outlining, (6) Summarizing, and (7) reflecting.

#### **4. Deciding the Criteria of Success**

In deciding the criteria of success, the researcher adapted to the objective of this study. Some criterias were design as the measurement whether the implementation of critical reading technique in improving the students' reading skill had succeeded or failed. It is used to judge whether the action need to be continued to the next cycle or stopped.

The criteria of success in this research were taken in two ways.

1. The observation, in this part the researcher had a partner to observe the students' reading skill through the implementation of critical reading technique during the teaching learning process in every meeting. The observer observed base on the check list given by the researcher and also gave a note when there was something important happened during the observation. The result of the observation were tabulated and presentage to know how far the implentation of critical reading technique in increasing the students' reading skill. When the students active in doing all steps in applying the critical reading technique, than it included the criteria of success.
2. Pre-test, post-test1 and post-test1 of reading assessment. The researcher conducted the pre-test to know the students' reading skill before having the implementation of critical reading technique. meanwhile post-test1 and post-test2 conducted to know the students' result after having the implementation of critical reading technique. The data of pre-test, post-test1 and post-test2 were first tabulated manually than processed by using SPSS (Statistical Program for Social Sciences) 21 for Windows Version. The post-test1 and post-test2 were conducted in the end of meeting of each cycle.

#### **e. Implementation**

In this study the researcher was the designer of the action and the rater of the students' reading test. Here the researcher collected the data by having certain instruments to support the analysis by observing and evaluating all the activities in the classroom. To get the real data, the researcher involved a partner who did the observation by coming to the class while the activities are done. The action was administered for two cycles or more. Each cycle consisted of three meetings. After observing and reflecting the action, it was evaluated whether the action had fulfilled the criteria of good critical reader or not. If the action didn't meet the criteria of good critical reader, the action continued to the next cycle and if the action had fulfilled

the criteria, the action would be stopped. The Implementation of Critical Reading technique can be seen on appendix 3.1

**f. Observation**

In this study the researcher conducted the observation based on the preliminary observation, pre-test and the result of the post-test during the action. It is supported by the other instrument that was used during the action. The CAR's schedule can be seen on appendix 3.2

**g. Instruments and Techniques for Data Collection**

For data collection the researcher provided the following instrument.

**(a) Observation sheet**

Observation sheet was used to see and note the real activities proceeded in the classroom. The observation sheet contained some steps that should be implemented during the teaching learning process. There were some points stated in the check list related with the implementation of critical reading technique. It contained the warming up activity, the implementation of critical reading technique and the assessments.

**(b) Test**

The test here was used to gain the score of students' achievement concerning with their critical reading skill. Brown (2000) stated that reading assessment is generally to assess the students in understanding the ideas of written form. The critical reading test is given to the students in the form of multiple choice test. The researcher use pre-test and post test in analyzing the students' achievement. Pre-test was used to gain the students' achievement before the implementation of critical reading technique and post-test was used after the implementation. Those tests were first tabulated manually than processed by using SPSS (Statistical Program for Social Sciences) 21 for Windows Version.

**h. Reflection**

Reflection was the activity to investigate and to consider the result obtained from the observation. It consisted of: analysis, synthesis, explanation, and conclusion. The reflection was done based on the data which were gained after the observation and test. The result of observation would be analyzed after the treatment, become the standard of change or improvement which was needed to do observation in the next cycle. If the result of the data finding had met the criteria of good critical reader, the action was stopped and if the result of data finding did not meet the

criteria of good critical reader, the action was continued to the next cycle until it met the criteria of success.

#### **i. Data analysis**

In this step, the researcher analyzed the data from observation, pre-test, post-test1 and post-test2 to know the result of data analysis. The data were analyzed quantitatively and qualitatively. Quantitative technique was used to analyze the result or score of reading comprehension test. Qualitative technique was used to analyze data from observation form, especially from the observer's note. The steps in analyzing the data of this research was explained as follows:

1. The data from observation check list was tabulated and prosentage to know how far the critical reading technique increased the students' reading skill. The use of observation check list here was to know how many students were active when the researcher applied the steps of critical reading technique. It was also to measure that the students did all the steps applied in critical reading technique. The researcher's partner observed the students' performance in each meeting by giving the score 1-5 for each indicators in observation checklist. 1 score means no students did the certain activity or there were no students active. 2 score means just a few students were active, 3 score means half of students were active, 4 score means most of the students were active and 5 score means all the students in the class were active. The scores from each meeting were tabulated and the total score would be totalized and divided by the number of indicator. The indicator of the students' performance was showed in form of percentage which differentiated into four level catagories. They were very poor (0%-40%), Poor (42%-55%), Fair (56%-70%), Good (71%-85%) and very good (86%-100%). Meanwhile the observer's note was displayed descriptively. The researcher reduced and selected the data which is important for the finding so that the researcher can make conclusion of the research.
2. The data of pre-test, post-test1 and post-test2 were analyzed using SPSS 21 for windows version to know the validity and reliability of the test. Than to know wether the pre-test had influenced the post-test1 and post-test2 partially, the researcher use the individual/partial of significant test (t-test statistic) and in analyzing the influence of pre-test and post-test1 to post-test2, to examine and to proof the validation of research hypothesis, it could be known by analyzing

the data using simultaneous significance test (test statistic F). After the researcher got the result from the students' score, the researcher compared them with the criteria of success and matched them with the students' average score standardized by the Language Development Center of University of Muhammadiyah Gresik as follows; (see appendix 3.3 ) The score that the students obtained in passing the reading class is BC with the total score of the test between 61-65.

#### **4. FINDINGS**

The implementation of critical reading technique was conducted in 6 meetings. The cycle was conducted for five weeks, cycle one started on 31<sup>st</sup> August 2017 up to 29<sup>th</sup> September 2017. The researcher had consideration if the first cycle was unsuccessful, then the researcher planned to move on to the second cycle by modifying the lesson plan.

##### **a. Preliminary Study**

The preliminary study was to identify the symptoms during the teaching learning process. After doing the preliminary study, the researcher found some problems such as; (1) the students still have difficulties in translating some phrases and long sentence, (2) students were not interesting reading in a long passage, (3) students had difficulties in answering the researcher's questions related with the text, especially the questions that related with the students' opinion, (4) some students still have difficulties in making conclusion and summary.

##### **b. Research Implementation**

Before applying the critical reading technique, the researcher developed lesson plans and used it as a guideline in order that the implementation could run well. The researcher had consideration if the first cycle was unsuccessful, then the researcher planned to move on to the second cycle by modifying the lesson plan. The implementation of each cycle is described as follows:

## **1. Cycle One**

### **a. Planning The Action**

The action plan for this research was based on the research problem that had been identified on the preliminary study.

### **b. Implementing the Action**

In the first meeting the researcher applied the critical reading technique without any modification in lesson plan. On the second meeting the researcher provided glossaries of difficult vocabularies and gave more questions in brainstorming.

#### **1) The first Meeting**

The first meeting conducted on Thursday 31<sup>st</sup> August 2017. The time allotment was 100 minutes. In this meeting, the process of the first meeting is described as follows:



*Figure 4.1: The students did the process of pre-reading*

#### **1.1 Pre-activity**

First, the researcher gave the brainstorming to the students by asking some questions that related with text. For example, “Does anyone in your family smoke a cigarette?” “Do you feel comfort when someone smokes near you?”. Those questions were given to know the students’ background of knowledge about the text.

#### **1.2 Main activity**

In this part the researcher asked the students to read the text at glance by ignoring the difficult words and the content of the text. The second, the researcher asked the students to re-read the text to know the purpose and the organization of the text and to know the researcher’s purpose toward the text. The third, students were



asked to annotate by circling and underlining the difficult word, found the main idea of the paragraph, gave the opinion about the paragraph and found what the writer said in the text. The last the students drew the map or an outline about the information they got in each paragraph.

### **1.3 Post activity**

In Post activity the students drew the conclusion of the text by doing some assessments given by the researcher. The conclusion made by summarizing it based on the comment or opinion they have made during the annotation process. Then the students read the conclusion in front of the class and the other students listened it.

### **2) The Second meeting.**

It was conducted on Thursday, 7<sup>th</sup> September 2017. The time allotment was 100 minutes. This time the researcher also applied the critical reading technique by using different kind of text, the title of the text is “A Very Bad Day”. The researcher provided lists of glossaries in order to make the students more understand about the text. The process of the meeting two was described as follows:



***Figure 4.2: Students group work for annotation process.***

### **2.1 Pre-activity**

First, the researcher gave the brainstorming to the students to write list of things that ruined their day on the whiteboard, than asked them how to handle it. Than the researcher gave some questions related with the text. For example, “Did you ever come late to campus? “What made you late to campus?”, How do you feel when you come late to the campus?”, Those questions was given to know the students’ background of knowledge about the text.

## **2.2 Main activity**

First the researcher asked the students to read the text at glance by ignoring the difficult words and the content of the text. The second, the researcher asked the students to re-read the text to know the purpose and the organization of the text to know the writer's purpose toward the text. The third, students were asked to have annotation by circling and underlining the difficult words and found the main idea of the paragraph, gave the opinion about the paragraph and tried to find what was the writer said about the text. The last the students drew the map or an outline about the informations they got in each paragraph.

## **2.3 Post activity**

In Post activity the students tried to draw the conclusion of the text by doing some assessments given by the researcher. In this part the researcher divided the students into several groups consisted of 4 up to 5 students, than they discussed about what they have got after reading the text, than wrote it in a piece of paper. After that each group had the class presentation about the result of the discussion. The process of reflection was also done in this stage. During the group presentation the students stated whether they had the same thinking or not about the text.

### **c. Observing The Action**

The researcher found that the implementation of critical reading technique on cycle one improved the students' reading skill. The students were able to understand the meaning of long sentences on reading text, since the researcher gave the glossaries of difficult vocabularies to the students. Furthermore, the researcher also gave more questions at brainstorming stage to know the students' prior knowledge about the text. But there were some students confused how to draw their critical thinking about the text and how to summarize the text. On meeting one only few students (42,5%) did the instruction related with the steps of critical reading technique and on meeting two half of the students (57,5%) did the instruction from the researcher.

### **d. Reflecting The Observation Result.**

The result of cycle one showed that the students already known the concept of critical reading and did the steps in it. On the first meeting the researcher introduced the critical reading technique to the students and implemented it. When the researcher tried to know the students prior knowledge related with the text, only some of the students tried to answer the questions. The applications of 1st and 2nd

step were done well, but some of the students confused to recognize the text organizations and the genre. On the annotation process, most of the students only circled or underlined the difficult vocabulary; they still confused how to find the important statements from the text. On the outlining and reflection stage most of the students did not get the important informations from the text, so that most of the summary still copied some sentences from the text

Based on the findings found on the first meeting, the researcher tried to gave some treatments to help the students understand about the text and aroused their critical thinking. Firstly, the researcher gave more questions for brainstorming and gave some cheerful exercise by mentioning some vocabularies related to the text, than the researcher gave the students 5 questions for brainstorming. Furthermore, glossaries were also be given on the second meeting to make the students understood the text easily. The summary of the text was presented in a group and other students gave a comment during the group presentation.

#### **e.      Revising The Plan**

In solving the problems which occurred on cycle one, the researcher revised the plan for the next cycle, so that the teaching and learning process had a better progress. The plan for the next cycle focused on how to make the students able to express their critical thinking to a text that they read. There are some plans that would be applied to the cycle two, the first the researcher planned to give the students" worksheet to help the students recognize the text, the second the wide space on the right and left side of the text were provided so that the students could write their personal thinking about the text and the last the researcher gave the students an attractive assessment to guide them in summarizing and concluding the text.

### **2.      Cycle Two**

#### **a.      Planning The Action**

The action plan on cycle two was based on the problems found on cycle one. In cycle two, the researcher used the students" worksheet to help the students recognized the text. The researcher also provided more space on the right and left side of the text and asked the students to write their opinion and the main idea of the paragraph in it. The last, the researcher planned a role play to assess the students" performance in improving their reading skill.

## **b. Implementing The Action**

In cycle two the researcher provided two reading texts with the title “Dyscalculia and Working memory” and “Junk Food’s Effect On Your Body”. On cycle two the researcher prepared the students’ worksheet, reading text, and student’s assessment.

### **1. The First Meeting**

This meeting was conducted on Thursday, 21<sup>st</sup> of September 2017. The time allotment was 100 minutes. The title of the text is “Dyscalculia”. The researcher provided students’ worksheet on pre-reading activity. It helped students to know the text composition, the genre and the main idea of the text. The scenario of the meeting was described as follows;



***Picture 4.3: Individual presentation of students’ critical thinking about the text.***

#### **1.1 Pre-activity**

Here researcher gave the brainstorming to the students by asking some questions that related with text. For example, “Do you like mathematic?”, „What make you like studying mathematic?” etc. Than the researcher asked them to share about the mathematic problems that commonly face by students based on their experience.

#### **1.2 Main activity**

First, the researcher provided the students with pre-reading worksheet to help them surveying the text. The second, students were asked to have annotation. The last the students drew the map or an outline about the information they got in each paragraph.

### 1.3 Post activity

In Post activity the students drew the conclusion of the text by doing some assessments given by the researcher. Here the researcher asked the students to conclude the text by summarizing it based on the comment or opinion they have made during the annotation process. The students read the conclusion they made in front of the class and the other students listened it.

## 2. The Second Meeting

The meeting was conducted on Friday, 22<sup>nd</sup> of September 2017. The time allotment was 100 minutes. The text used in this meeting was “Junk Food Effect On Your Body”. Glossaries, brainstorming questions and pre-reading students worksheet were provided in this meeting. The steps of fourth meeting were described as follows:



*Figure 4: Students' role play called 10 minutes expert*

### 2.1 Pre-activity

The researcher gave the brainstorming to the students by asking some questions related with text. For example, “How many time do you eat in a day?”, “What is your favorite food?”, “Do you like eating junk food? and why do you like it?”. Those questions were given to know the students’ background of knowledge about the text.

### 2.2 Main activity

The researcher gave the order related with critical reading technique the second, the researcher asked the students to do annotation by circling or underlining the important word, phrase or sentences, based on the students’ thinking. The third, the researcher asked the students to draw the map about the main idea or their opinion that related with the text.

### **2.3 Post activity**

Here the researcher asked them to do the assignment called 10 minutes expert by following the points below; asked the students to find a partner, than one person shared what they have found on the text and the the other listened. After that the listener summarized what they have heard. The last they reversed the role, the speaker become the listener and now the listener spoke.

#### **c. Observing The Action**

On cycle 2 meeting one the researcher provide the students with students worksheet in the pre reading and reading activity to know the text organizational, predicting the genre and finding the general and specific information from the text. On cycle 2 meeting two, the researcher did almost the same treatment as in meeting one but in the end the researcher gave an assessment called 10 minutes expert to make the students braver in stating their critical thinking.

#### **d. Reflecting The Observation result**

The implementation of critical reading technique on cycle two already improved the students' reading skill. They already knew how to recognize the text by completing the pre-reading students' worksheet. They also started to improve their critical thinking about the text by write it on the left or right of the paragraph and it helped them to find the main idea of the paragraph. The assessment of role play performed by the students in pair increase their self confidence to speak and discussed about the text with other students. On meeting one most of the students (72,5%) did the critical reading steps by following the researcher instruction and on meeting two all the students (85%) were already did the instruction.

#### **c. The Findings of Pre- Test, Post test 1 and Post-test 2**

This part would explain about the validity and reliability of research instrument, the individual or partial of significant test (t-test), the coefficient determination and the significant of parameter test simultaneously (f-test).

### **1. Test of Validity and Reliability of Research Instrument.**

#### **A. Validity Test**

. To test whether each indicator is valid or not, it can be seen from Cronbach Alpha's output display in Correlated Item-Total Correlation column compared with  $r_{table} = 0,413$  (Ghozali, 2013: 53). The level of validity and indicator or questionnaire can be determined, if  $r_{arithmetic} > r_{table}$  = Valid, and  $r_{arithmetic} < r_{table}$  = Invalid.

The data from table 1 (see appendix 4.1 ) showed that  $r$  value of each indicator (pre-test, post-test1 and post-test2),  $r$  count is bigger than the value of  $r$  table ( $r$  count  $>$   $r$  table). Those indicators used to declared weather each variable of the pre-test, post-test 1 and post-test2 were valid as the measuring instrument.

#### **B. Reliability Test.**

The SPSS had the facility to measure the reliability by using statistical test Cronbach Alpha *Cronbach Alpha* ( $\alpha$ ). One construct or variable will be said reliable if the value of *Conbach* Alpha  $>$  0,70 (Nunnally, 1994).

The value of cronbarch"s alpha in all variables of pre-test, post-test1 and post-test2 was greater than 0.700, so that the indicators or questionnaires used on pre-test, post-test1 and post-test2 the variables are all considered reliable or can be used as the variable measurement instrument.

#### **The Individual /Partial of Significant Test ( t-test statistic)**

To interpret the cooficient of free variable (independen) that is variable of pre-test and post test 1, the researcher used the unstrandardized coefficients and standardized coefficients. The data were analyzed based on the value of unstandardized cooeffecients. The researcher did not use the standardize coefficient because each of free coefficient variable (independent) should be standardized first, so that we had the different coefficient because the line regression passed the the origin (center point), here we didnt find the constant. When it was based on the unstandardized coefficient the result of constant value is .553. This process could be done by using statistik software called Statistical Program for Social Sciences(SPSS) 21 for Windows Version. (see appendix 4.3)

The data from independent variable included in the regression model, both the variable from pre-test and post-tets1 can be said significant. This can be seen from the significant of probability for pre-test variable for .048 with the value of beta (B) equal to .267. Since the probability value of the pre-test less than .05, so that the variable of pre-test can be explained that it influenced to variable of post-test2. Furthermore the variable on post-test1 the value of significance probability is .036 with beta (B) value .292. Because of the value of significance variable of post-test1 less than .05, the variable can be declared to have influence to the variable of post-test2. To sum up, in partial the variable of post test 2 was influenced by the variable of pre-test and post-test1.



### **The Significant Parameter Test simultaneously ( Statistical F test )**

In analyzing the influence of pre-test and post-test1 to post-test2 and to examine and to proof the validation of research hypothesis, it can be known by analyzing the data using simultaneous significance test (test statistic F). This process could be done by using SPSS 21 for windows version. The result of regression by using SPSS is as follows: (see appendix 4.4)

Based on the results of hypothesis testing in table 2 above the result showed that the value of significance simultaneous test (test F) with a significance value of .000, where the significance value is less than .05 ( $<0.05$ ). Furthermore, it was known that simultaneously the pre-test and post-test1 variables had a significant effect on post-test2. On table 2 the result obtained F count for 18.163 then compared with the results of F table. based on the F distribution table for 5% error, then obtained F table = 4.32 (Agus Widarjono, 2015: 335). It meant  $F_{\text{count}} > T_{\text{table}}$ , the variable of pre-test, post-test1 will affect post test2.

### **Coefficient of Determination (R<sup>2</sup>)**

The coefficient of determination is a quantity that shows the ability of independent variables in explaining the dependent variable, in other words, the coefficient of determination is used to measure how far the independent variables in describing the dependent variable. Determination coefficient value is determined by Adjusted R Square value as can be seen in the following table: (see appendix 4.5). Regression calculation results can be seen that the coefficient of determination (*Adjusted R<sup>2</sup>*) obtained for 0.368. This meant 36,8% variation of pretest and posttest 1 variable can be explained by post-test 2 variable, while the rest (100% - 36.8%) was equal to 63.20% is explained by other variable which is not submitted in this research. It showed that the pretest (X1) and posttest 1 (X2) variables were able to contribute to the posttest 2 (Y) variable.

### **d. Discussions**

This research aimed to improve the students' reading skill from the students of Maths Department at University of Muhammadiyah Gresik by using the critical reading technique. The result of this study showed that the critical reading technique gave the positive improvement for the students' reading skill. The improvement was shown from the students' score of post-test1 and post-test2 after implementing the critical reading technique. In pre-test the average score was 37.3, in post-test1 the average score was 53.9 and in the post-test the average score was 70.2 It can be seen

that after the implementation of critical reading technique, the students' score in post test increased.

The research result from another researcher who investigates the critical reading technique was almost similar with the findings of this research. Maulida (2014), who conducted Classroom Action Research entitled Teaching Critical reading To Tertiary EFL Students, showed that after implementing the critical reading, the students' thinking skill provide the expected answer toward the critical reading questions. Another researcher Muchsonah ( in Journal of Sosiotechnology, ITB Bandung 2015) who conduct a study entitled „Casting Critical Thinking in Critical Reading Instruction“ mentioned that critical reading and critical thinking are supporting one and another, both of them also need the cognitive domain of an individual. The implementation of critical reading directed the reader to form the judgments about how the text worked by analyzing, interpreting and evaluating it. Here, the readers also experienced about how to against the text by questioning its assumption and arguments and interpreting meaning in context. In the end of reading process, the reader could restate what the author said in form of summarizing (Wheeler, 2004). Furthermore Kurland, 2010 said that critical reading is an analytic activity. The reader reread a text to identify patterns of elements such as information, values, assumptions and language usage throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. The recent study conducted by the researcher of this research showed that critical reading improved the students' ability in filtering the important information in the text and also increasing the students' ability in making conclusion and summarizing the text.

## **5. CONCLUSION**

The purpose of this action research was to improve students reading skill by using critical reading technique. This research applied two cycles of action research and concluded the following important parts; First, the researchers who teach the language skill should open their mind in developing their teaching method, technique and approach which suitable with their class condition by conducting the CAR and accessing the current issue about teaching and learning, it will gave refreshment for both researcher and students. Second, the application of new method,

technique and approach in learning language will improve the students' language skill.

## **1. Suggestions**

The researcher gave some recommendations for other English lecturers who teach reading, and for the next researcher who related to this research.

### **a. For The English Researchers**

The researcher had some recommendation for the other English researcher who teach reading as a consideration to use this technique in their teaching process. The first is the researcher should give a clear explanation and instruction how to do the critical reading technique, so that the students would not confuse in doing the instructions. The second, since the students' had English as their foreign language, the interesting reading text would motivate them during the teaching and learning process. The third, the researcher can provide the students' worksheet, so that the students would be more understand what they should do. The fourth, on annotation part, beside circling and underlining the important information from the text, the researcher could gave more space on the left or right margin, so that the students can write what they are thinking about the text on the side of the paragraph. The sixth, to draw the conclusion the researcher can gave some assessments that arouse the students' awareness to the text through individual presentation, group discussions and role play.

### **b. For the Next Researchers**

The use of critical reading technique to improve the students' reading skill was recommended for the further researcher to implement this technique, not only for the maths department students but also for other students with different background of knowledge. It is also recommended for the next researcher to apply this technique to improve the other skill of English language such as listening, speaking or writing.

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# APPENDICES



## APPENDICES

### Appendix 1

Table 1.1 Ten Critical Reading Strategies

<b>Critical Reading Strategies</b>	<b>A brief summary of strategies</b>
Annotating	Reading reactions to and questions about a text directly on the page
Previewing	Getting an overview of text structure, text cues, pictures, and personal experience prior to reading a text.
Scan & skimming	Finding out the key features of the reading to get the gist of the text
Facts vs. Opinion	Facts can be proved, undisputed, have concrete evidence and opinion refers to a belief, a value, can be argued
Drawing Conclusion	Looking for clues in the text, thinking about what those clues trigger in prior knowledge and making a prediction.
Monitoring	Monitoring for understanding by checking to see if the text makes sense.
Summarizing	Briefly present the main idea of the text. Write a paragraph or more that presents the main ideas in your own words.
Paraphrasing	Restate and clarify the meaning of few sentences from the text. Re-read the passage to be paraphrased and look up unknown words. Translate information into your own words.
Synthesizing	Combine ideas and information selected from different texts. Look for patterns among your sources, possibly supporting or refusing your ideas or those of other sources.
Questioning	Write questions while you read a text for the first time, you will understand the material better and remember it longer if you write a question for every paragraph or brief section.

*(Tovani, 2000)*

## Appendix 2

Table 3.1 The Implementation of Critical Reading Technique.

No	Stages	Class Activities
1.	Pre-activity	<b>1. Warming Up</b> <ul style="list-style-type: none"><li>• Greeting and checking attendance list</li><li>• Brainstroming activity</li><li>• Explaining the aim of doing critical reading</li><li>• Explaining the steps of critical reading</li><li>• Do the pre-read activity by familiarizing all the things related with the text.</li></ul>
2.	Main-activity	<b>2. Implementation of Critical reading</b> <ul style="list-style-type: none"><li>• Read and than re-read activity, the students read the text and do the second reading to know the text purpose and organization.</li><li>• Annotate, the students underline the important words, phrase or sentences.</li><li>• Question, the students creating the question that related with the text, that can be discuss in the class later.</li><li>• Outline, draw the text map in each paragraph based on the annotating.</li></ul>
3.	Post-activity	<b>3. Conclusion</b> <ul style="list-style-type: none"><li>• Review and summarize, reviewing the text by summarizing the purpose and the argument stated in the text.</li><li>• Reflect, take 2-3 minute to do the reflection by doing self question about how far they understand about the text and do they need any clarification about the text.</li><li>• Bring the students into the class discussion</li><li>• Give the students reading test as the evaluation of the implementation of critical reading. (implemented in meeting four in each cycle)</li></ul>

### Appendix 3

Table 3.2 The schedule of CAR

NO	DATE	STAGES	TOPIC	ACTIVITIES
<b>Cycle 1</b>				
1.	Week 1 (31/8/17)	Plan - Introduction - Writing the lesson plan - Selecting the reading text - Pre-test		- Identify the problem or issue and develop a plan of action in order to bring out the factual problem : the low reading skill as the preliminary observation.
2.	Week 1 Meeting 1 (1/9/17)	Action/implementation Observation	The effect of smoking	- The implementation of critical reading technique.
3.	Week 2 Meeting 2 (7/9/17)	Action/implementation Observation	A Very Bad day	- The implementation of critical reading technique.
4.	Week 2 Meeting 3 (8/9/17)	Test	Music	- Students" evaluation by giving the reading test
5.	Week 3 (14/9/17)	Reflection		- To gain the result of the critical reading performance after the treatment of the action in cycle 1. - Investigate whether the action had met the criteria of good critical reader or not.
<b>Cycle 2</b>				
6.	Week 3 (15/9/17)	Plan - Introduction - Writing the lesson plan - Selecting the reading text		- Identify the problem or issue and develop a plan of action in order to bring out the factual problem : the low reading skill as the preliminary observation.
7.	Week 4 Meeting 4 (21/9/17)	Action/implementation Observation	Dyscalculia	- The implementation of critical reading technique.
8.	Week 4 Meeting 5 (22/9/17)	Action/implementation Observation	Junk Food	- The implementation of critical reading technique.
9.	Week 5 Meeting 6 (28/9/17)	Test	Ivory	- Students" evaluation by giving the reading test
10.	Week 5 (29/9/17)	- Reflection		- To gain the result of the critical reading performance after the treatment of the action in cycle 2. - Investigate whether the action had met the criteria of good critical reader or not.

#### Appendix 4

#### THE TABULATION SCORE OF OBSERVATION CHECKLIST IN EACH MEETING

Indicator	Meeting 1	meeting 2	Meeting 3	meeting 4
1	2	2	3	4
2	2	3	3	4
3	2	3	4	5
4	3	3	3	4
5	2	2	3	4
6	2	3	3	4
7	2	4	5	4
8	2	3	5	5
Total	17	23	29	34

#### Indicator :

- 0 : No students
- 1 : A few students
- 2 : A half of the students
- 3 : Most of the students
- 4 : All of the students

#### Criteria

- Very poor : 0% - 40%
- Poor : 42% - 55%
- Fair : 56% - 70%
- Good : 71% - 85%
- Very Good : 86% - 100%

#### Procentage each meeting

The scores from each meeting were tabulated and the total score would be totalized and divided by the number of indicator.

- Meeting 1 :  $(17/40) \times 100\% = 42,5\%$
- Meeting 2 :  $(23/40) \times 100\% = 57,5\%$
- Meeting 3 :  $(29/40) \times 100\% = 72,5\%$
- Meeting 4 :  $(34/40) \times 100\% = 85\%$

## Appendix 5

### Reading text meeting 1

***The following passage is an excerpt from a recent introduction to the momentous 1964 Report on Smoking and Health issued by the United States Surgeon General. It discusses the inspiration behind the report and the report's effect on public attitudes toward smoking.***

No single issue has preoccupied the Surgeons General of the past four decades more than smoking. The reports of the Surgeon General have alerted the nation to the health risk of the ill effects of smoking accumulated during the 1930s, 1940s, and 1950s. Epidemiologists used statistics and large-scale, long-term, case control surveys to link the increase in lung cancer mortality to smoking. Pathologists and laboratory scientists confirmed the statistical relationship of smoking to lung cancer as well as to other serious diseases, such as bronchitis, emphysema, and coronary heart disease. Smoking, these studies suggested, and not air pollution, asbestos contamination, or radioactive materials, were the chief cause of the epidemic rise of lung cancer in the twentieth century. On June 12, 1957, Surgeon General Leroy E. Burney declared it the official position of smoking, and have transformed the issue from one of individual and consumer choice, to one of epidemiology, public health, and risk for smokers and non-smokers alike.

Debate over the hazards and benefits of smoking has divided physicians, scientists, governments, smokers, and non-smokers since *Tobacco nicotiana* was first imported to Europe from its native soil in the Americas in the sixteenth century. A dramatic increase in cigarette smoking in the United States in the twentieth century called forth anti-smoking movements. Reformers, hygienists, and public health officials argued that smoking brought about general malaise, physiological malfunction, and a decline in mental and physical efficiency. Evidence the U.S. Public Health Service that the evidence pointed to a causal relationship between smoking and lung cancer. The impulse for an official report on smoking and health, however, came from an alliance of prominent private health organizations. In June 1961, the American Cancer Society, the American Heart Association, the National Tuberculosis Association, and the American Public Health Association addressed a letter to President John F. Kennedy, in which they called for a national commission on smoking, dedicated to “seeking a solution to this health problem that would interfere least with the freedom of industry or the happiness of individuals.” The

Kennedy administration responded the following year, after prompting from a widely circulated critical study on cigarette smoking by the Royal College of Physicians of London. On June 7, 1962, recently appointed Surgeon General Luther L. Terry announced that he would convene a committee of experts to conduct a comprehensive review of the scientific literature on the smoking question.

Meeting at the National Library of Medicine on the campus of the National Institutes of Health in Bethesda, Maryland, from November 1962 through January 1964, the committee reviewed more than 7,000 scientific articles with the help of over 150 consultants. Terry issued the commission's report on January 11, 1964, choosing a Saturday to minimize the effect on the stock market and to maximize coverage in the Sunday papers. As Terry remembered the event, two decades later, the report "hit the country like a bombshell. It was front page news and a lead story on every radio and television station in the United States and many abroad."

The report highlighted the deleterious health consequences of tobacco use. *Smoking and Health: Report of the Advisory Committee to the Surgeon General* held cigarette smoking responsible for a 70% increase in the mortality rate of smokers over non-smokers. The report estimated that average smokers had a nine- to ten-fold risk of developing lung cancer compared to non-smokers: heavy smokers had at least a twenty-fold risk. The risk rose with the duration of smoking and diminished with the cessation of smoking. The report also named smoking as the most important cause of chronic bronchitis and pointed to a correlation between smoking and emphysema, and smoking and coronary heart disease. It noted that smoking during pregnancy reduced the average weight of newborns. On one issue the committee hedged: nicotine addiction. It insisted that the "tobacco habit should be characterized as an habituation rather than an addiction," in part because the addictive properties of nicotine were not yet fully understood, in part because of differences over the meaning of addiction.

The 1964 report on smoking and health had an impact on public attitudes and policy. A Gallup Survey conducted in 1958 found that only 44% of Americans believed smoking caused cancer, while 78% believed so by 1968. In the course of a decade, it had become common knowledge that smoking damaged health, and mounting evidence of health risks gave Terry's 1964 report public resonance. Yet, while the report proclaimed that "cigarette smoking is a health hazard of sufficient importance in the United States to warrant appropriate remedial action," it remained



silent on concrete remedies. That challenge fell to politicians. In 1965, Congress required all cigarette packages distributed in the United States to carry a health warning, and since 1970 this warning is made in the name of the Surgeon General. In 1969, cigarette advertising on television and radio was banned, effective September 1970.



## Appendix 6

*I. Read the text carefully and then answer the following questions*

Burgers, fries, pizza, raw fish. Raw fish? Fast food in America is changing sushi, the thousand year old Japanese delicacy, was once thought of in this country as **unpalatable** and too exotic. But tastes have changed, for a number of reasons. Beginning in the 1970's, Americans became increasingly more aware of diet and health issues, and began rejecting their traditional red meat diets in favor of healthier, lower fat choices such as fish, poultry, whole grains, rice, and vegetables. The way food was prepared to change, too; rather than frying food, people started opting for broiled, steamed, and raw versions. Sushi is combination of rice and fish, fit the bill. In addition, that same decade saw Japan become an important global economic force, and companies began flocking to the country to do business.

All Japanese things, including decor, clothing, and cuisine, became popular. Sushi started small in the United States, in a handful of restaurants in big cities. But it caught on. Today, sushi consumption in America restaurant is 40% greater than it was in the late 1990s, according to the National Restaurant Association. The concession stands at almost every major league stadium sell sushi, and many colleges and universities offer it in their dining halls. But we're not just eating it out. The National Sushi **Association** reports that there are over 5000 sushi bars in supermarkets, and that number is growing monthly. This incredible growth in availability and consumption points to the fact that Americans have decided that sushi isn't just good for them, or just convenient, but that this once-scorned food is truly delicious. The origins of this food trend may be found in Asia, where it was developed as a way of preserving fish. Fresh, cleaned fish was pressed between rice and salt and weighted with a heavy stone over a period of several months. During this time, the rice fermented, producing lactic acid that pickled and preserved the fish. For many years, the fish was eaten and the rice was discarded. But about 500 years ago, that changed, and hako-zushi (boxed sushi) was created. In this type of sushi, the rice and fish are pressed together in a box, and are consumed together. In 1824, Yohei Hanaya of Edo ( now called Tokyo) eliminated the fermentation process, and began serving fresh slices of seafood on bases of vinegared rice. the vinegar was probably used to mimic the taste of fermented sushi. In fact the word sushi actually refers to any vinegared rice dish. And do not to the fish, as many Americans believe ( the fish called sashimi). In Japanese, when sushi is combined with a modifier, it changes to the word zushi.

Chef Yohei's invention, called nigiri zushi, is still served today. It now refers to a slice of fish ( cooked or uncooked) that is pressed by hand onto a serving of rice. popular choices include ama ebi ( raw shrimps), shime saba(marinated mackarel), and maguro (tuna). In addition to the vinegar flavor in the rice, nigiri zushi typically contains a taste of horseradish (wasabi), and is served with soy sauce for dipping. maki zushi contains strips of fish or vegetables rolled in rice and wrapped in thin sheets of nori, or dried seaweed. Popular ingredients include smoke salmon, fresh crab, shrimp, octopus, raw clams, and sea urchin. Americans have invented many of their own maki-zushi combinations, including the California roll, which contains imitation crabmeat and avocado. They have also made innovations in the construction of maki zushi. Some American sushi bars switch the placement of nori and rice, while others don't use nori, and instead roll the maki zushi in fish roe. These colorful, crunchy eggs add to the visual and taste appeal of the dish.

1. According to the passage, what other food also gained popularity in the 1970's?
  - A. Salads
  - B. Pepperoni pizza
  - C. Fried chicken
  - D. Fast food burgers
  - E. Fried rice
2. What was Yohei Hanaya's contribution to sushi?
  - A. He pressed the fish and rice together in a box
  - B. He introduced the population of Edo to the dish
  - C. He smoked the fish before putting it on vinegared rice.
  - D. He used wasabi to flavor it
  - E. He used raw fish.
3. According to the passage, what does shime mean?
  - A. Salmon
  - B. Shrimp
  - C. Marinated
  - D. Roe
  - E. Seaweed
4. All of the following can be explicitly answered by reading the passage, except
  - A. What is the definition of the word sushi?
  - B. Did Japan's economic status have a bearing on sushi's popularity?
  - C. Have Americans adapted sushi to make it more in keeping with their tastes?
  - D. Why do some Americans prefer maki zushi over nigiri zushi?
  - E. What happens to fish when it is layered together with rice and left for period of months?
5. The passage describes American sushi consumption as
  - A. More than it was five years ago
  - B. Important when watching baseball
  - C. Taking place primarily in their homes
  - D. Trend due to supermarket marketing
  - E. Beginning for many in college
6. In line 3, unpalatable most nearly means
  - A. Not visually appealing
  - B. Not good in tasting
  - C. Bad smelling
  - D. Too expensive
  - E. Rough to the touch
7. What happens when fish is pickled ?
  - A. It becomes crisp
  - B. It turns green
  - C. It dissolves into the rice
  - D. It is preserved
  - E. It gets dry
8. What would be the best name for maki zushi that has the placement of the rice and nori switched?

- A. Rice ball
  - B. Maki maki
  - C. Zushi deluxe
  - D. Inside out
  - E. Washabi sashimi assage
9. What happend to Americans on 1970's?
- A. rejecting the healty food
  - B. starting to love the traditional red meat
  - C. beginning the healty live style
  - D. consuming only grain and rice
  - E. living in fullfat choices
10. which statement is true according to the text
- A. Americans start to choose frying food
  - B. Americans start to choose fast food
  - C. Americans start to choose the steamed food
  - D. American start to choose the fullfat food
  - E. American start to choose high protein food
11. Zushi is the original food from
- A. American
  - B. Japan
  - C. Europe
  - D. British
  - E. Australia
12. These are how sushi become so popular in America in 1990's, except.....
- A. Sushi is delicious and healty food
  - B. Sushi was one of the american favorite food
  - C. Sushi start to open their bars in many places
  - D. Sushi is made from row fish which is smelly
  - E. Sushi was the most wanted food at that time
13. How to serve the original sushi at a very long time ago?
- A. It was directly serve rice and fresh fish
  - B. Pressed the fresh fish and rice and directly eat it
  - C. Fresh fish and rice eat together at the same time
  - D. Pressed the fresh fish and rice and fermented for several month
  - E. Pressed the fresh fish and rice and put it in a box.
14. According to the text what is the word „sushi“ refers to?
- A. Vinegar rice
  - B. Vinegar fish
  - C. Vinegar vegetables
  - D. Vinegar drink
  - E. Vinegar fruits
15. the slice of fish, with some rice and pressed by hand called

- A. maguro
- B. shime
- C. nigiri zushi
- D. wasabi
- E. maki zushi

16. what is the ingridient that commonly wrapped zushi?

- A. Dried seaweed
- B. Vegetables
- C. Rice
- D. Tuna
- E. Horseradish

17. What is the other name of zushi in California?

- A. Sizhu
- B. Wasabi
- C. Maki zushi
- D. California roll
- E. Shime saba

18. what is the nearly meaning of the word *Association* ?

- A. Organization
- B. Cooperation
- C. Collection
- D. Connection
- E. Experience

19. Sushi started small in the United States, in a handful of restaurants in big cities. But it caught on. What is the word it refers to

- A. United States
- B. Restaurant
- C. Big cities
- D. Sushi
- E. Japan

## Appendix 7

### CRITICAL READING OBSERVATION LIST

#### Maths Department

#### University of Muhammadiyah Gresik

Date : .....

Meeting : .....

*This observation sheet is for students*

Score 1	No students
Score 2	Only several students
Score 3	Half of the students
Score 4	Most of the students
Score 5	All of the students

#### Warming Up

No	Things to be observed	1	2	3	4	5
1.	The students answering the lecturer's questions related with text based on the students' prior knowledge 1= No students answered the lecturer's questions 2= Only several students answered the lecturer's questions 3= Half of the students answered the lecturer's questions 4= Most of the students answered the lecturer's questions 5= All the students answered the lecturer's questions					
2.	The students read the text at glance to find the text's general information. 1= No students find the general information (title, text lay out, ganre and author ) about the text. 2= Only several students find the general information (title, text lay out, ganre and author ) about the text. 3= Half of the students find the general information (title, text lay out, ganre and author ) about the text. 4= Most of the students find the general information (title, text lay out, ganre and author )about the text.					

	5 = All of the students find the general informations (title, text lay out, ganre and author ) about the text.					
3.	<p>The students read the text for the second time to recognize the text structure and the author purpose.</p> <p>1= No students recognize the text structure and the author purpose.</p> <p>2= Only several students recognize the text structure and the author purpose.</p> <p>3= half of the students recognize the text structure and the author purpose.</p> <p>4= most of the students recognize the text structure and the author purpose.</p> <p>5= all of the students recognize the text structure and the author purpose.</p>					

### The Implementation of Critical reading

No	Things to be observed	1	2	3	4	5
1.	<p>Students do annotation by circling or underlining the difficult vocabulary, the important words, phrases or sentence, and the interesting statement.</p> <p>1= No students do annotation.</p> <p>2= Only several students do annotation.</p> <p>3= half of the students do annotation.</p> <p>4= most of the students do annotation.</p> <p>5= all of the students do annotation.</p>					
2.	<p>Giving a time for the students to do self talking related to the text, and ask them to write it in the left or right margin of the text using their own language (paraphrasing)</p> <p>1= No students do the activity</p> <p>2= Only several students do the activity</p> <p>3= half of the students do the activity</p> <p>4= most of the students do the activuty</p> <p>5= all of the students do the activity</p>					
3.	<p>Students draw the outline of the text by finding the structure of the text,the coherence, the main idea and supporting detil by writing the summary.</p> <p>1= No students summary the text.</p> <p>2= Only several students summary the text.</p> <p>3= half of the students summary the text.</p> <p>4= most of the students summary the text.</p> <p>5= all of the students summary the text.</p>					

### Assessment

No	Things to be observed	1	2	3	4	5
1.	Students share the summary through individual presentation, group presentation, or role play. 1= No students share the summary 2= Only several students share the summary. 3= half of the students share the summary. 4= most of the students share the summary. 5= all of the students share the summary.					
2.	Students do the reflection to respond their critical thinking about the text through the writing form. 1= No students do the reflection. 2= Only several students do the reflection. 3= half of the students do the reflection. 4= most of the students do the reflection. 5= all of the students do the reflection.					

Observer's Note :

.....

.....

.....

.....

.....

Gresik,

Observer


2017

\_\_\_\_\_



## Appendix 8

### Lesson Plan

	<b>UNIVERSITAS MUHAMMADIYAH GRESIK</b>		
	<b>LANGUAGE DEVELOPMENT CENTER</b>		
	<b>LESSON PLAN</b> <b>SUBJECT : READING</b>		

Department/ Faculty : Language Center  
Subjects : Reading  
Topic : Smoking and Health issue  
Credit : 2 sks  
Semester : 1  
Meeting : 1  
Time : 100 minutes  
Lecturer : Noviatul Rochmah, S.Pd  
General Achievement of Learning : Students are able to know the important informations on the text by applying the critical reading technique.

#### A. Specific achievement of learning

1. The students are able to give their critical thinking toward a text through annotation, outlining, review and summarizing and doing reflection.

#### B. Sub achievement of learning

1. Able to identify the important information from the text (annotation)
2. Able to draw the map of the reading text (outlining)
3. Able to review and summarize the text
4. Able to give the reflection of the text,

#### C. Indicator

1. Identify important word, phrase and sentence from the text.
2. Find the main idea of each paragraph on the text
3. Summarize the text
4. Conclude the content of the text

#### D. Learning Model

Method : Cooperative Learning  
Technique : Critical reading Technique

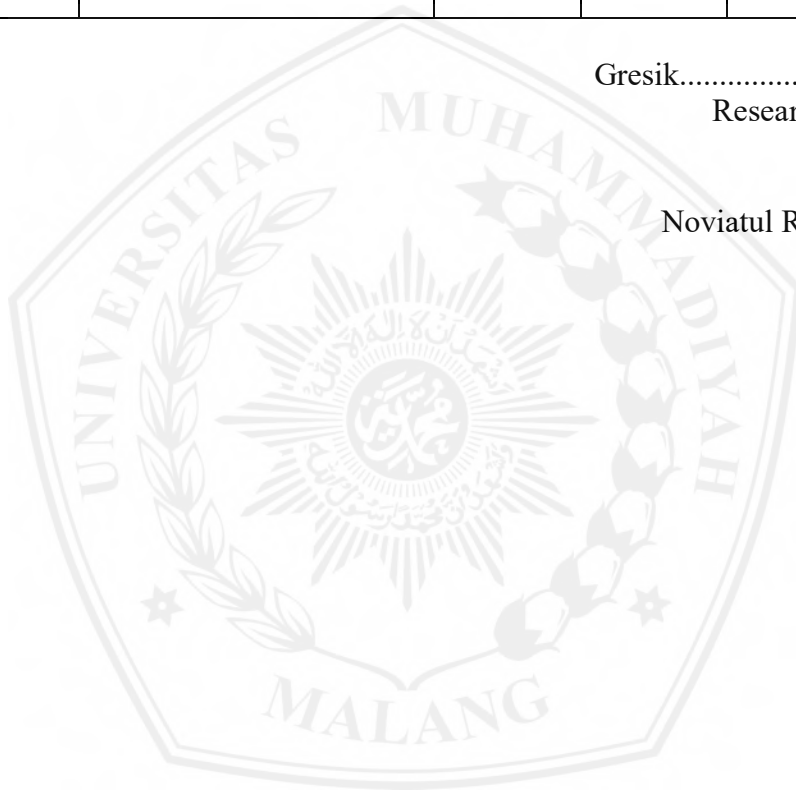
Komponen Langkah	Uraian kegiatan	Estimasi waktu	Metode	Media	Sumber Bahan/ Referensi
Pre-activity	<b>Warming Up</b> <ul style="list-style-type: none"> <li>Greeting and checking attendance list</li> <li>Brainstorming activity by giving the students some questions related with the text.</li> <li>Explaining the aim of doing critical reading</li> <li>Explaining the steps of critical reading</li> <li>Do the pre-reading activity.</li> </ul>	15 mnt	Questions and answers	<ul style="list-style-type: none"> <li>Reading text</li> <li>Students work sheet</li> </ul>	* 501 critical reading questions
Main-activity	<b>Implementation of Critical reading</b> <ul style="list-style-type: none"> <li>Ask the students to read than re-read the text.</li> <li>The students underlines the important words, phrase or sentences.</li> <li>Write the important information from the text, by write it on the right or left of the paragraph.</li> <li>The students write the conclusion of the text based on the important information that they got</li> </ul>	10 mnt 10 mnt 10mnt 10 mnt	Read the text  Annotating  Discussion		
Post-activity	<b>Conclusion</b> <ul style="list-style-type: none"> <li>Reflect, take 5-10 minutes to do the reflection by doing self question about how far the students</li> </ul>	10 mnt	discussion		

	<p>understand about the text and do they need any clarifications about the text.</p> <ul style="list-style-type: none"> <li>• Ask the students to present their summarize in front of the class individually</li> <li>• The other students will give clarification if they dont have the same opinion.</li> </ul>	<p>25 mnt</p> <p>10 mnt</p>			
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Gresik..... 2017

Researcher

Noviatul Rochmah



## **Appendix 9**

### **The Result of Students' assignment**

- a. Students' Pre-Reading Worksheet
- b. Students' Vocabulary Awareness Chart
- c. Students' Pair-Up Assignment
- d. Students' Annotation text



## Pre-Reading : Working inside the text

*Use the questions and or instruction in the left column to guide your pre-reading. Record your responses in the right column.*

<b>Surveying the Text</b> <ul style="list-style-type: none"> <li>• What is the title of the text?</li> <li>• Who is the author?</li> <li>• Describe any visuals in the section you have been asked to read</li> <li>• Provide some comments about the text (e.g. length, number of paragraphs, layout, visuals, etc.)</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<b>Noting Organizational Signals</b> <ul style="list-style-type: none"> <li>• Briefly describe the layout of the text, observing titles, subtitles, sections and page breaks.</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p>
<b>Predicting the main idea</b> <ul style="list-style-type: none"> <li>• Read the title of the text and make predictions about the main idea. What will this text about?</li> <li>• Now, read the first and last paragraphs. What do we know about the text that we didn't know before?</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<b>Predicting the Genre</b> <ul style="list-style-type: none"> <li>• What do you know about this genre?</li> <li>• How will the text be shaped and developed?</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p>

*Taken from : Critical Reading: Deep reading strategy for expository texts, teacher guide 7-12, developed by Jonathan Le master*

## Vocabulary Awareness Chart

*Scan the title, sub titles, caption, reading aids, and first and last paragraphs. Identify ten words that seem important ( for instance, words that are essential to the topic, content vocabulary, or key concepts). Once you have identified these words, write them in the “word” column. Assess your own knowledge of each word by placing a check mark in the column that best represents your understanding of each word. Use a dictionary to look up the words you don’t know.*

No	Word	Know it	Seen it, dont know it	No idea	Definitions or notes for those words you dont know.
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Which of the above words were the most challenging? Why?					
.....					
.....					
.....					

*Taken from : Critical Reading: Deep reading strategy for expository texts, teacher guide 7-12, developed by Jonathan Le master*

### 30-second expert

*To complete this activity, take a few minutes to fill in the left column, what do I know about this topic? Once you have written all that you know about the topic, follow the steps below.*

- step 1 : Stand and find a partner
- step 2 : One person shares his or her thoughts while the other listens. You have 30 seconds to share. Begin by saying “ I am expert on this topic,because I know.....”
- step 3 : The listener will summarize what he or she heard. Begin your summary with “ according to..... (insert name) and summarize what you heard. After your summary, ask “ Did I get right?”
- step 4 : Reverse roll. Speaker becomes listener and listener now speaks.
- step 5 : Be sure to thank your partner when you are finished.
- step 6 : Record any new knowledge in the right column.

Topic : \_\_\_\_\_  
Partner : \_\_\_\_\_  
name \_\_\_\_\_

[illegible]



20/30

## Clean Air or Clean Hair?

By Glenn Hurowitz

① While showering a few weeks ago, I realized I had run out of conditioner. So I reached up and grabbed my wife's bottle -- Clairol Herbal Essences Rainforest Flowers, "with essences of nourishing palm."

② The label caught me slightly by surprise. As an environmental journalist, I've been writing about the ecologically destructive effect of palm oil for some time now.

③ Whether it's used as an additive in soap, cosmetics or food, or processed into a biofuel, palm oil is one of the worst culprits in the climate crisis. Most of it comes from the disappearing, ultra-carbon-rich rain forests of Indonesia and Malaysia, of which 25,000 square miles have been cleared and burned to make way for palm oil plantations.

④ That burning releases enough carbon dioxide into the air to rank Indonesia as the No. 3 such polluter in the world. It also destroys the last remaining habitat for orangutans, Sumatran rhinos, tigers and other endangered wildlife. So what was this deadly oil that's doing in our otherwise ecologically friendly apartment?

⑤ I started to inspect other items on our shelves. Despite our efforts to keep our family green, we had admitted into our home several products containing palm oil: Burt's Bees soap, chocolate truffles from Trader Joe's, Kashi breakfast bars, Whole Foods water crackers and many others.

⑥ Probably the worst offenders were Entenmann's chocolate-covered doughnuts, which actually list palm oil as the first ingredient -- and palm kernel oil as the second. Lots of other products, some of them marketed as "green," contain this rhino-killer too: Oreos, Chewy Chips Ahoy!, Orville Redenbacher's popcorn, Hershey's Kisses "Hugs," Twix and many other processed foods. Even some Girl Scout cookies have it, which is why this spring, 12-year-old Girl Scouts Madison Vorva and Rhiannon Tomtishen of Ann Arbor, Mich., refused to sell the cookies and have encouraged the organization to drop the ingredient.

⑦ The great tragedy of all this palm oil use (about 30 million tons globally every year) is that it's so easily replaced by healthier vegetable oils, like canola, that come from significantly less-ecologically sensitive areas. Indeed, every single product I examined had either a variant or a competitor that didn't contain palm oil -- with no discernible effect on price or quality. Sitting next to those Whole Foods-brand water crackers were Haute Cuisine water crackers made with canola oil. Down the aisle from palm-oil laden Ivory soap was palm-oil-free Lever 2000.

⑧ Unfortunately, most of the food and cosmetics conglomerates are more interested in covering up the environmental destruction than replacing the problem ingredient. Kellogg's, Kraft Foods, Unilever, Nestle, Procter & Gamble and others (including the Girl Scouts) assure the public that such environmental concerns don't apply to them because they (or their suppliers) are members of the Roundtable on Sustainable Palm Oil, an industry group (with a handful of environmental members) that sets guidelines on growing and selling palm oil.

⑨ Unfortunately, as a recent Greenpeace report revealed, the Roundtable's standards are almost meaningless because they don't include inspections of the palm oil tree plantations. The Roundtable plans to address this problem in the next few months by certifying a small amount of oil that it says has been verifiably produced according to some sustainable standards. But even Roundtable Vice President Darrel Webber acknowledges that the process "isn't perfect," in part because liquid oils are easy to mix and nearly impossible to track.

⑩ So how can we keep dead orangutans out of our hair, out of our food and out of our gas tanks? Consumers should scan ingredient labels for palm oil and palm kernel oil (and derivatives such as palmitic acid) and choose brands that don't contain them. Wall Street should divest from this ecologically subprime market, not only because it's the right thing to do but because its high carbon footprint

- They should switch if it's hurting the environment so badly

- Use other ingredients then

- They are covering it up but obviously know about it.

- so they make it look like there's a problem

That's weird it's used in so many ways but it's bad.

They are destroying forests for palm oil and it affects the climate.

They are killing forests yet there "green"

They are really young - they still stand up for what they believe.

It's hard to change the way people shop, we as Americans buy what we like many times regardless of where it came from



## Appendix 10

### HASIL PENGOLAHAN DATA DENGAN SPSS VERSI 21.0

#### Frequencies

**Statistics**

		X11	X12	X13	X14	X15	X16	X17
N	Valid	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0

**Statistics**

		X18	X19	X110	X111	X112	X113	X114
N	Valid	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0

**Statistics**

		X115	X116	X117	X118	X119	X120
N	Valid	23	23	23	23	23	23
	Missing	0	0	0	0	0	0

#### Frequency Table

**X11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	17	73,9	73,9	73,9
	Benar	6	26,1	26,1	100,0
	Total	23	100,0	100,0	

**X12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	18	78,3	78,3	78,3
	Benar	5	21,7	21,7	100,0
	Total	23	100,0	100,0	

**X13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	8	34,8	34,8	34,8
	Benar	15	65,2	65,2	100,0
	Total	23	100,0	100,0	

**X14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	13	56,5	56,5	56,5
	Benar	10	43,5	43,5	100,0
	Total	23	100,0	100,0	

**X15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	10	43,5	43,5	43,5
	Benar	13	56,5	56,5	100,0
	Total	23	100,0	100,0	

**X16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	17	73,9	73,9	73,9
	Benar	6	26,1	26,1	100,0
	Total	23	100,0	100,0	

**X17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	19	82,6	82,6	82,6
	Benar	4	17,4	17,4	100,0
	Total	23	100,0	100,0	

**X18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	17	73,9	73,9	73,9
	Benar	6	26,1	26,1	100,0
	Total	23	100,0	100,0	

**X19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	16	69,6	69,6	69,6
	Benar	7	30,4	30,4	100,0
	Total	23	100,0	100,0	

**X110**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	14	60,9	60,9	60,9
	Benar	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

**X111**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	12	52,2	52,2	52,2
	Benar	11	47,8	47,8	100,0

Total	23	100,0	100,0
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**X112**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	9	39,1	39,1	39,1
Benar	14	60,9	60,9	100,0
Total	23	100,0	100,0	

**X113**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	16	69,6	69,6	69,6
Benar	7	30,4	30,4	100,0
Total	23	100,0	100,0	

**X114**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	11	47,8	47,8	47,8
Benar	12	52,2	52,2	100,0
Total	23	100,0	100,0	

**X115**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	14	60,9	60,9	60,9
Benar	9	39,1	39,1	100,0
Total	23	100,0	100,0	

**X116**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	21	91,3	91,3	91,3
Benar	2	8,7	8,7	100,0
Total	23	100,0	100,0	

**X117**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	16	69,6	69,6	69,6
Benar	7	30,4	30,4	100,0
Total	23	100,0	100,0	

**X118**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Salah	17	73,9	73,9	73,9
Benar	6	26,1	26,1	100,0
Total	23	100,0	100,0	

**X119**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	14	60,9	60,9	60,9
	Benar	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

**X120**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	17	73,9	73,9	73,9
	Benar	6	26,1	26,1	100,0
	Total	23	100,0	100,0	

**Frequencies****Statistics**

		X21	X22	X23	X24	X25	X26	X27
N	Valid	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0

**Statistics**

		X28	X29	X210	X211	X212	X213	X214
N	Valid	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0

**Statistics**

		X215	X216	X217	X218	X219	X220
N	Valid	23	23	23	23	23	23
	Missing	0	0	0	0	0	0

**Frequency Table****X21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	10	43,5	43,5	43,5
	Benar	13	56,5	56,5	100,0
	Total	23	100,0	100,0	

**X22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	3	13,0	13,0	13,0
	Benar	20	87,0	87,0	100,0
	Total	23	100,0	100,0	

**X23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	4	17,4	17,4	17,4
	Benar	19	82,6	82,6	100,0

	Total	23	100,0	100,0
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**X24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	12	52,2	52,2	52,2
	Benar	11	47,8	47,8	100,0
	Total	23	100,0	100,0	

**X25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	12	52,2	52,2	52,2
	Benar	11	47,8	47,8	100,0
	Total	23	100,0	100,0	

**X26**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	8	34,8	34,8	34,8
	Benar	15	65,2	65,2	100,0
	Total	23	100,0	100,0	

**X27**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	14	60,9	60,9	60,9
	Benar	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

**X28**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	4	17,4	17,4	17,4
	Benar	19	82,6	82,6	100,0
	Total	23	100,0	100,0	

**X29**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	10	43,5	43,5	43,5
	Benar	13	56,5	56,5	100,0
	Total	23	100,0	100,0	

**X210**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	14	60,9	60,9	60,9

	Benar	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

**X211**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	8	34,8	34,8	34,8
	Benar	15	65,2	65,2	100,0
	Total	23	100,0	100,0	

**X212**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	10	43,5	43,5	43,5
	Benar	13	56,5	56,5	100,0
	Total	23	100,0	100,0	

**X213**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	4	17,4	17,4	17,4
	Benar	19	82,6	82,6	100,0
	Total	23	100,0	100,0	

**X214**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	9	39,1	39,1	39,1
	Benar	14	60,9	60,9	100,0
	Total	23	100,0	100,0	

**X215**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	19	82,6	82,6	82,6
	Benar	4	17,4	17,4	100,0
	Total	23	100,0	100,0	

**X216**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	5	21,7	21,7	21,7
	Benar	18	78,3	78,3	100,0
	Total	23	100,0	100,0	

**X217**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	5	21,7	21,7	21,7
	Benar	18	78,3	78,3	100,0
	Total	23	100,0	100,0	

**X218**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	18	78,3	78,3	78,3
	Benar	5	21,7	21,7	100,0
	Total	23	100,0	100,0	

**X219**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	13	56,5	56,5	56,5
	Benar	10	43,5	43,5	100,0
	Total	23	100,0	100,0	

**X220**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	7	30,4	30,4	30,4
	Benar	16	69,6	69,6	100,0
	Total	23	100,0	100,0	

### Frequencies

**Statistics**

		Y1	Y2	Y3	Y4	Y5	Y6	Y7
N	Valid	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0

**Statistics**

		Y8	Y9	Y10	Y11	Y12	Y13	Y14
N	Valid	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0

**Statistics**

		Y15	Y16	Y17	Y18	Y19	Y20
N	Valid	23	23	23	23	23	23
	Missing	0	0	0	0	0	0

### Frequency Table

**Y1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	4	17,4	17,4	17,4

	Benar	19	82,6	82,6	100,0
	Total	23	100,0	100,0	

**Y2**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Salah	1	4,3	4,3	4,3
Valid	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y3**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Salah	3	13,0	13,0	13,0
Valid	Benar	20	87,0	87,0	100,0
	Total	23	100,0	100,0	

**Y4**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Salah	3	13,0	13,0	13,0
Valid	Benar	20	87,0	87,0	100,0
	Total	23	100,0	100,0	

**Y5**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Salah	1	4,3	4,3	4,3
Valid	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y6**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Salah	5	21,7	21,7	21,7
Valid	Benar	18	78,3	78,3	100,0
	Total	23	100,0	100,0	

**Y7**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Salah	2	8,7	8,7	8,7
Valid	Benar	21	91,3	91,3	100,0
	Total	23	100,0	100,0	



**Y8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	13	56,5	56,5	56,5
	Benar	10	43,5	43,5	100,0
	Total	23	100,0	100,0	

**Y11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	12	52,2	52,2	52,2
	Benar	11	47,8	47,8	100,0
	Total	23	100,0	100,0	

**Y12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	2	8,7	8,7	8,7
	Benar	21	91,3	91,3	100,0
	Total	23	100,0	100,0	

**Y13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	3	13,0	13,0	13,0
	Benar	20	87,0	87,0	100,0
	Total	23	100,0	100,0	

**Y15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	15	65,2	65,2	65,2
	Benar	8	34,8	34,8	100,0
	Total	23	100,0	100,0	

**Y18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Y19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	9	39,1	39,1	39,1
	Benar	14	60,9	60,9	100,0
	Total	23	100,0	100,0	

**Y20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salah	1	4,3	4,3	4,3
	Benar	22	95,7	95,7	100,0
	Total	23	100,0	100,0	

**Descriptives****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
X11	23	0	1	,26	,449

X12	23	0	1	,22	,422
X13	23	0	1	,65	,487
X14	23	0	1	,43	,507
X15	23	0	1	,57	,507
X16	23	0	1	,26	,449
X17	23	0	1	,17	,388
X18	23	0	1	,26	,449
X19	23	0	1	,30	,470
X110	23	0	1	,39	,499
X111	23	0	1	,48	,511
X112	23	0	1	,61	,499
X113	23	0	1	,30	,470
X114	23	0	1	,52	,511
X115	23	0	1	,39	,499
X116	23	0	1	,09	,288
X117	23	0	1	,30	,470
X118	23	0	1	,26	,449
X119	23	0	1	,39	,499
X120	23	0	1	,26	,449
Valid N (listwise)	23				

#### Descriptives

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X21	23	0	1	,57	,507
X22	23	0	1	,87	,344
X23	23	0	1	,83	,388
X24	23	0	1	,48	,511
X25	23	0	1	,48	,511
X26	23	0	1	,65	,487
X27	23	0	1	,39	,499
X28	23	0	1	,83	,388
X29	23	0	1	,57	,507
X210	23	0	1	,39	,499
X211	23	0	1	,65	,487
X212	23	0	1	,57	,507
X213	23	0	1	,83	,388
X214	23	0	1	,61	,499
X215	23	0	1	,17	,388
X216	23	0	1	,78	,422
X217	23	0	1	,78	,422
X218	23	0	1	,22	,422
X219	23	0	1	,43	,507
X220	23	0	1	,70	,470
Valid N (listwise)	23				

#### Descriptives

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y1	23	0	1	,83	,388
Y2	23	0	1	,96	,209
Y3	23	0	1	,87	,344
Y4	23	0	1	,87	,344
Y5	23	0	1	,96	,209
Y6	23	0	1	,78	,422

Y7	23	0	1	,91	,288
Y8	23	0	1	,96	,209
Y9	23	0	1	,96	,209
Y10	23	0	1	,43	,507
Y11	23	0	1	,48	,511
Y12	23	0	1	,91	,288
Y13	23	0	1	,96	,209
Y14	23	0	1	,87	,344
Y15	23	0	1	,96	,209
Y16	23	0	1	,96	,209
Y17	23	0	1	,35	,487
Y18	23	0	1	,96	,209
Y19	23	0	1	,61	,499
Y20	23	0	1	,96	,209
Valid N (listwise)	23				

#### Reliability PRETEST

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	23	100,0
	Excluded <sup>a</sup>	0	,0
	Total	23	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,913	20

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X11	6,87	29,028	,729	,905
X12	6,91	30,356	,478	,910
X13	6,48	29,625	,546	,909
X14	6,70	30,130	,425	,912
X15	6,57	30,166	,419	,912
X16	6,87	30,391	,437	,911
X17	6,96	30,225	,558	,909
X18	6,87	30,119	,494	,910
X19	6,83	28,241	,858	,901
X110	6,74	28,838	,684	,905
X111	6,65	29,874	,469	,911
X112	6,52	29,988	,461	,911
X113	6,83	29,968	,498	,910
X114	6,61	29,704	,501	,910
X115	6,74	30,020	,455	,911
X116	7,04	31,043	,507	,910
X117	6,83	29,514	,591	,908
X118	6,87	29,482	,630	,907

X119	6,74	28,747	,702	,905
X120	6,87	28,482	,850	,902

**Reliability POSTTEST 1**  
**Scale: ALL VARIABLES**

**Case Processing Summary**

	N	%
Valid	23	100,0
Cases Excluded <sup>a</sup>	0	,0
Total	23	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,908	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X21	11,22	28,178	,476	,906
X22	10,91	28,992	,508	,905
X23	10,96	28,134	,660	,902
X24	11,30	28,130	,481	,906
X25	11,30	27,858	,534	,905
X26	11,13	27,846	,567	,904
X27	11,39	28,158	,489	,906
X28	10,96	28,134	,660	,902
X29	11,22	27,905	,529	,905
X210	11,39	27,613	,598	,903
X211	11,13	28,482	,438	,907
X212	11,22	27,542	,601	,903
X213	10,96	28,680	,522	,905
X214	11,17	26,968	,729	,899
X215	11,61	29,067	,426	,907
X216	11,00	28,727	,463	,906
X217	11,00	28,182	,589	,903
X218	11,57	28,621	,487	,906
X219	11,35	27,419	,625	,902
X220	11,09	27,538	,656	,901

**Reliability POST TEST 2**  
**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	23	100,0
	Excluded <sup>a</sup>	0	,0
	Total	23	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,900	20

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	15,70	14,040	,463	,898
Y2	15,57	14,621	,545	,897
Y3	15,65	13,874	,601	,894
Y4	15,65	13,419	,791	,888
Y5	15,57	14,621	,545	,897
Y6	15,74	13,020	,768	,888
Y7	15,61	14,249	,552	,895
Y8	15,57	14,621	,545	,897
Y9	15,57	14,711	,487	,898
Y10	16,09	13,356	,519	,898
Y11	16,04	13,316	,525	,898
Y12	15,61	14,249	,552	,895
Y13	15,57	14,711	,487	,898
Y14	15,65	13,783	,638	,893
Y15	15,57	14,711	,487	,898
Y16	15,57	14,621	,545	,897
Y17	16,17	13,514	,498	,899
Y18	15,57	14,621	,545	,897
Y19	15,91	13,174	,583	,896
Y20	15,57	14,621	,545	,897

#### Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	posttest1, Pretest <sup>b</sup>	.	Enter

- a. Dependent Variable: posttest2  
b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,607 <sup>a</sup>	,368	,305	,16686

- a. Predictors: (Constant), posttest1, Pretest

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,324	2	,162	5,827	,010 <sup>b</sup>
	Residual	,557	20	,028		
	Total	,881	22			

- a. Dependent Variable: posttest2  
b. Predictors: (Constant), posttest1, Pretest

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,553	,088		6,244	,000
	Pretest	,267	,127	,382	2,111	,048
	posttest1	,292	,130	,406	2,242	,036

- a. Dependent Variable: posttest2

